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ABSTRACT

This report is the sixth general report from the President's Office to the Los Angeles City College (LACC) (California) community. It records new developments along with continuing progress on projects and activities included in the seven planning goals from the Educational Master Plan 1995-2001. Derived from the Vision statement, each goal identifies specific outcomes by which the college can measure its progress in realizing this vision. College activities related to the following seven goals are reported: foster educational excellence to fulfill the college's primary mission; improve communication among all campus units; transform LACC into an "electronic campus"; improve the physical environment and increase security and safety; create a campus culture that promotes diversity and fosters collaboration and self-respect among all members of the college community; establish clear lines of accountability; and strengthen college/community collaboration. The Office of Admissions and Records expedited the admissions process and enhanced communication with special programs by identifying a specific staff member as the contact person for each program. The 2000-2001 Operations Plan was submitted as a balanced budget using the preliminary allocation of $40,237,457. This represented a 9.4% increase over the preliminary operating budget for last year and a 2.3% increase over the current year's final operating budget. (JA)

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LACC
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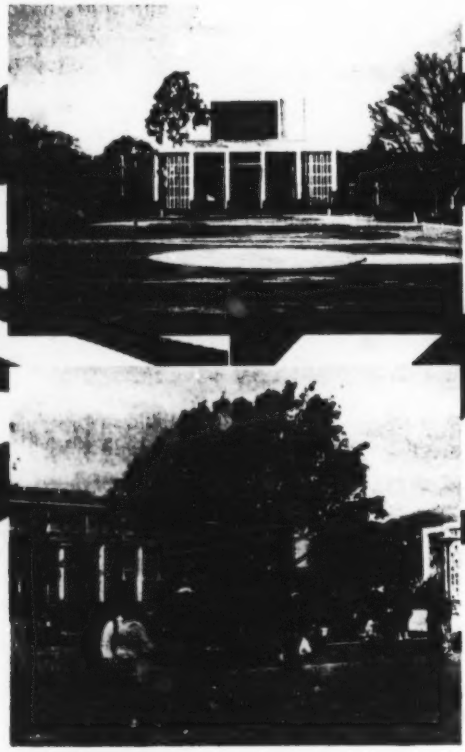
SPRING State of the College Report 2000



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OVERVIEW

The *State of the College: Spring 2000* is the sixth general report from the President's Office to the Los Angeles City College community. Covering the period July 1999 through June 2000, this report records new developments along with continuing progress on projects and activities included in the seven planning goals from the *Educational Master Plan 1995-2001*. Derived from the *Vision* statement, each goal identifies specific outcomes by which the college can measure its progress in realizing this vision.

After two years of decentralization, the college today evokes a sense of excitement and renewal. The new "rising star" logo visually captures the new energy and goals. Along with a revitalized Foundation, an entrepreneurial spirit has increased community alliances that include local organizations and businesses, elected officials, major companies, and international associations.

Mary S. Spangler, Ed.D., President
May 2000

Vision Statement:
With the commitment and active participation of all the students, staff, faculty, and administrators who make up LACCs progressive and adaptable campus family, by the year 2001, we will become an important center of culture and learning in Los Angeles; transform the campus into a clean, safe, attractive, and supportive environment; emerge with a reputation for empowering students through innovative academic programs and individualized support services; shape an energetic, harmonious community; and inspire a deep appreciation for the new and different, an abiding spirit of tolerance and mutual respect, and a passion for lifelong learning.

Goal I: Foster educational excellence to fulfill the college's primary mission

The LACC/LAPD collaborative venture expanded by initiating continuing education for police officers. . . . The college became a Cisco Systems Regional Academy, thereby enhancing capacity to provide training in cutting edge, state-of-the-art technology. . . . The PACE program expanded by opening a new business track at Kaiser Hospital in Baldwin Park. . . . The college began offering classes at two high schools—a theatre class at the Downtown Business Magnet and psychology and math classes at Marshall High School. . . . In response to the acute shortage of registered nurses within the service area, a college-community Nursing Advisory Council was established with the support of our City Councilmember to consider the possibility of re-instituting the nursing program. The collaborative effort includes college administration and faculty, representatives from three local hospitals, and the Regional Health Occupations Resource Center. . . . Library holdings expanded through Program 100 carry-forward dollars, funding from the State Instructional Equipment Fund, and *Partnership for Excellence*. . . . The college prepared to add men's and women's golf teams to the athletic program for Fall 2000.

EOPS implemented additional retention and support services and monitored borderline progress to strengthen its effectiveness by instituting a two-tier voucher system, ranging from $125 to $225, to maximize the number of students served; by adding career assessment workshops to its list of services; by recognizing Dean's List students and students who made the most significant improvement and awarding them special, personalized backpacks; by designing mouse pads with information about the program and placing them, as a recruitment tool, in high school computer labs; by establishing a warning list of students with less than a 2.0 GPA or less than 9 units and sending letters of encouragement to participate in tutoring services and counseling; and by coordinating Financial Aid workshops, conducted by Financial Aid staff, at seven feeder high schools.

The Recruitment Committee developed a strategic plan with the objective of increasing enrollment by 4% annually. In addition to the ongoing advertisements and evaluations, department brochures and a recruitment video were developed. . . . The Office of Admissions and Records expedited the admissions process and enhanced communication with special programs by identifying a specific staff member as the contact person for each program. . . . The Matriculation Advisory Committee responded to the final recommendations identified at the last site visit. . . . Counseling followed up on the withdrawal survey initiated last year through the Integrated Path for Assuring Student Success (IPASS) Committee. Students who withdrew for Fall 1999 and did not re-enroll for Spring 2000 received letters inviting them to meet with a counselor to facilitate their transition back to the college. . . . The Honors Program continued its re-vitalization with a new Program Director. . . . With office support provided through the *Partnership for Excellence* proposal process, Articulation expanded the number of agreements between the college and CSU, UC, and independent 4-year institutions. The process of updating counseling materials related to articulation was expedited. . . . IPASS introduced the Supplemental Instruction (SI) Program, a group of high attrition courses as identified by the Office of Institutional Planning and Analysis, where students need assistance in persistence and successful completion. Faculty identified the student mentors, and the mentees enrolled in a one-unit tutoring course. . . . The college was awarded a grant, titled "Intersegmental Project to Assure Student Success,"

which involves collaboration with CSU and UC campuses to research student success gaps across discipline and institutional boundaries. The grant includes an Action Research Program component for instructional improvement.

Goal 2: Improve communication among all campus units

Continuing the regular production of communication documents to keep the campus and community informed of progress on multiple fronts were *Progress Reports #37—50*; two *State of the College* reports; two issues of the *President's Report to the Community*; and specialized newsletters from Academic Affairs, DSPS, EOPS, Facilities and Operations, Staff and Organizational Development, and Student Services. In addition, four coffee hours, two open forums, a mandatory all-day FLEX for full-time faculty and ½ day activity for staff were held.

Eleven departments—art, DSPS, earth science, family and consumer studies, life sciences, media arts, music, COAT, women's physical education, psychology, and theatre arts—invited hourly faculty to department meetings. . . . Student Services involved faculty and staff in activities to enhance communication and collaboration among services. The entire staff participated in an appreciation luncheon in the fall after registration and in a luncheon meeting at the end of fall. A summer retreat will involve faculty and staff in planning next year's goals and activities. . . . Student Activities completed a revised and updated student handbook for new students and shared it with academic and service areas on campus. As a follow-up to the retreat activity, Student Activities also committed to develop the weekly calendar of events for the entire college. . . . DSPS established a panel of students with various disabilities. The panel, led by a Learning Disabilities Specialist, visited academic departments and engaged in a dialogue about the unique learning needs and styles of each disability.

Thirty-five administrators, faculty, and support staff participated in an off-site, college-wide retreat focused on re-connecting relationships. One direct result of the 2½ days was recognition of the need to improve campus communications and customer care relationships. . . . All administrators and staff from the second floor of the Administration Building participated in a 1½ day spring break retreat and committed to a plan addressing the goals of team building and improved communication.

Goal 3: Transform LACC into an "electronic campus"

Y2K problems were addressed and corrected without any service interruption. . . . The Cisco lab was completed in February, and classes began shortly after. . . . Under the joint leadership of the Information Technology Committee (ITC) and the newly created Office of Institutional Planning and Analysis, a process for developing department technology plans began. . . . An ITC recommendation to provide and equip fifty multimedia classrooms per year—at least one classroom per floor per building—was initiated through the shared governance process. . . . The college began identifying the resources to fully staff the maintenance of electronic equipment by expanding the number of computer tech positions and by consolidating telecommunication and computer support services under a new acting Dean of Information, Instructional Technology, and Administrative Support Services. . . . A position for a faculty coordinator of Academic Computing to provide instructional support for the infusion of technology into the curriculum and on-line education was announced.

The original goal of establishing a kiosk on campus was technologically replaced by web-based access to the information. . . . Computers were provided for student use in the Student Assistance Center and all labs on campus. .

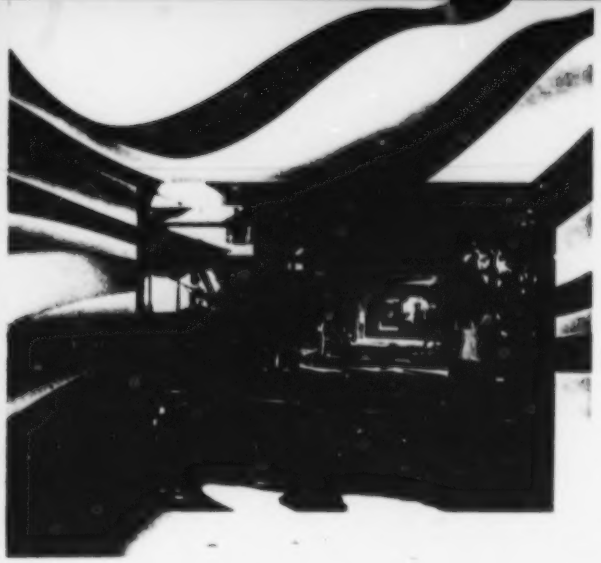
. . On-line bookstore purchasing through e-commerce began in April. . . . Mentors/mentees and coordinators who participated in the Supplemental Instruction program used e-mail to schedule meetings and share information. ... DSPS established a committee to investigate the best method of ensuring that all computer labs have access to appropriate adaptive equipment. . . . The DSPS hi-tech center updated and expanded its collection of adaptive equipment. . . . EOPS worked on finalizing the design of its web page. . . . A "smart card" from Cybermark was approved by the Board for the purposes of capturing enrollment, tracking support services, and reducing student processing time in purchasing. After being implemented and de-bugged as an employee card, it will be introduced as a student card in Fall 2000.

Goal 4: Improve the physical environment and increase security and safety

This spring the planting of new flowers and improvement of the ground-cover restored a park-like atmosphere to the campus. The physical upgrades contributed to the college's being able to provide better services, increase retention and recruiting, and improve the attitude of the college family. The following projects were completed or are scheduled for completion by June 30:

- College support service office areas were renovated: Business Office, Administration, Student Services, and the President's Office.
- Nine major buildings received new roofs: Franklin Hall, Clausen Hall, Men's Gym, Women's Gym, Library, DaVinci Hall, Holmes Hall, Life Science, and Chemistry.
- The college prepared to expand its presence to the downtown area with work beginning on the renovation of the 8th floor of the District Office to create a new off-campus training site and Foundation Office.
- Theater Arts facilities received a complete over haul: painting, new carpeting, new lighting, new draperies, and new seats in the Camino Theater.
- The women's bathhouse by the pool was painted.
- The Women's Gym received additional bleachers.
- All the halls and stairwells in the Administration Building were painted.
- A primary test center was created in AD 103 for placement testing.
- The mailroom returned to AD 101.
- The new bookstore opened.
- The golf range was scheduled to break ground.
- New Child Development Center facilities will be completed and open in May.
- New outdoor furniture was ordered in time for summer use.
- Parking lot #1 was re-surfaced and re-striped.
- The lighting was replaced in almost every room on campus.
- The heating and air-conditioning project for the cafeteria was finalized.
- Heating and air-conditioning in the Administration Building were prepared for bid.

The college was first in the district to have an Illness and Injury Prevention Program in place to reduce and respond to on-the-job issues....An escort service, established through the *Partnership for Excellence* proposal process as a practicum for AJ 87, was designed to help evening students and staff feel safer and more secure on campus. . . . Two additional full-time police officers were hired, and three classified staff positions were added to cover emergency/ dispatch police operations. . . . Short-range future projects in the face-lifting and restoration process include a new fitness center in the Women's Gym, a renovated track, and exterior painting of one or two buildings.



Goal 5: Create a campus culture that promotes diversity and fosters collaboration and self-respect among all members of the college community

At the chancellor's request, the nine colleges submitted individual reports to the Board of Trustees on the status of diversity and strategies used to diversify faculty and staff. . . . The substance of the college's diversity report was accepted by the national American Association of Higher Education and presented by the college president and the compliance officer at the National Conference on Higher Education: *Diversity and Learning* in Anaheim.

Efforts to improve and strengthen multi-cultural understanding include the submission of a Fund for the Improvement of Post-Secondary Education (FIPSE) grant focused on the creative and innovative "City of Angels" multi-cultural, multi-disciplinary course. Service learning is an added feature of the course with plans to expand the concept to math and the sciences. . . . The substance and methodology of the "City of Angels" course was presented by a faculty/student team at the state conference of the Community College League of California in San Francisco and at the national Learning Paradigm Conference in San Diego. . . . The Foundation committed to sponsoring and institutionalizing the "City of Angels" Festival as an annual event for the community.

Diversity was promoted through the annual AIDS Awareness Day, DSPS art exhibits, and the play *Oleanna*, which addresses sexual harassment issues and was showcased statewide. . . . Under the leadership of the Foreign Languages and Humanities Department, International Woman's Day held a month of activities, and the annual Foreign Language Day celebration further enhanced self-respect among the college community. . . . During the spring, the college participated in a "Campus Day of Dialogue" in response to President Clinton's formal invitation. . . .A representative from the President's Committee on Hiring People with Disabilities visited the college to interview disabled students for jobs with the federal government.

A collaborative relationship between Toho Dental College in Japan and the Dental Technology program led to cultural exchanges. A visiting group from Japan benefited from a week of cultural exchange and instruction. The college president was invited to visit Tokyo during June. . . . Following a college delegation visiting China last summer, a sister college relationship is being explored with several institutions in Beijing and an exchange visit to China is planned.

Goal 6: Establish clear lines of accountability

For Fall 1999, the college achieved 76% in the district-wide 75/25 full-to-part-time faculty ratio. . . . The Educational Planning Committee initiated the program viability review process for architecture and transportation. . . .The development of a process to assure compliance with attendance accounting and grade submission procedures began. . . . The administrative structure within Academic Affairs was stabilized with the appointment of two permanent deans, each having the responsibility of line supervision for two Interdepartmental Work Groups (IDWGs). . . . The college continued to make transitions in the budgetary process. Accountability for fiscal management became more clearly defined with the development of the *2000-2001 Operations Plan*. For the first time, the academic deans participated fully in the annual budget preparation process as a prelude to having authority to approve financial changes, move funds, and fund some shortfalls. Departments within each IDWG worked collaboratively to develop and

prioritize budget requests. The deans were provided a small contingency fund to manage resources more effectively and in a more timely fashion to ensure the IDWGs operate as a team. Responsibility includes assisting IDWG departments to identify combinable or multi-purpose items for effective purchasing, increased discounts, and equipment compatibility.

Eighteen months ahead of schedule, the college successfully completed a three-year Voluntary Resolution Plan filed with the Office of Civil Rights in response to a Title IX complaint. . . . The Accrediting Commission for Community Colleges commended the college's Midterm Report as a "thorough report . . . made particularly accessible . . . [with] significant improvements in response to recommendations." . . .While a number of administrative areas have not yet undergone program reviews, efforts began to initiate them. These included the chancellor's formal process to evaluate the college president. Following the president's completion of a self-assessment, an outside evaluator was scheduled to meet with five focus groups, contact community representatives, and complete a summary report to the chancellor for his recommendation to the Board of Trustees for their review and action in June.

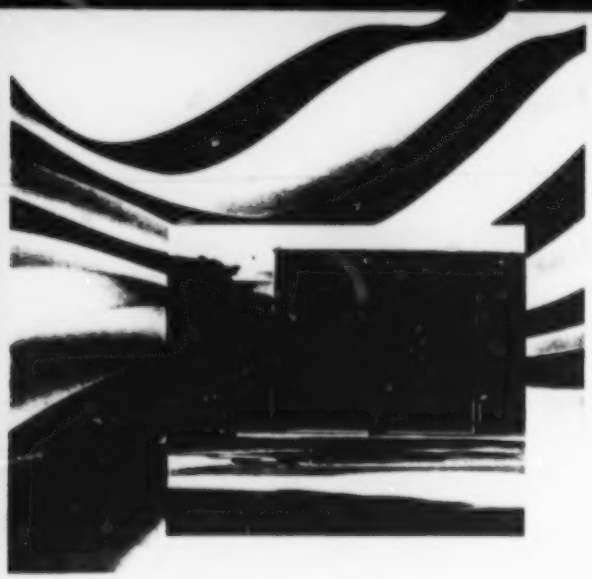
Goal 7: Strengthen college/community collaboration

DSPS worked closely with the Braille Institute to offer joint projects, such as art classes, for blind students. . . . DSPS, EOPS, the Child Development Center, the Transfer Center, and vocational departments met with their individual advisory committees that include representatives from the community. . . . The EOPS/CARE component worked with various community agencies during the holidays to collect gifts for children of CARE parents. A student scholarship sponsored by a neighborhood restaurant was created.

Several instructional ventures evidence college/community collaboration: the LACC/LAPD training contract, exploratory efforts to determine the feasibility of re-instituting a nursing program, and the opening of a One Stop Center on the corner of Helitrope and Melrose. . . . As a Cisco Regional Academy, the college joined other community entities in the opening of the LA River Center Project to offer outreach training to local residents. . . . Employees of American Express and St. Vincent's Medical Center received training through contract education. Other plans include providing training to mid-managers employed by the county of Los Angeles. . . . The college provided tutors to work with children and middle school youth at the Cahuenga Branch Library. . . . Participants in the LACER Stars After School Program attended tutoring and enrichment activities on campus. . . . Other alliances include the Hollywood Chamber of Commerce, Coca Cola, and Franklin Covey.

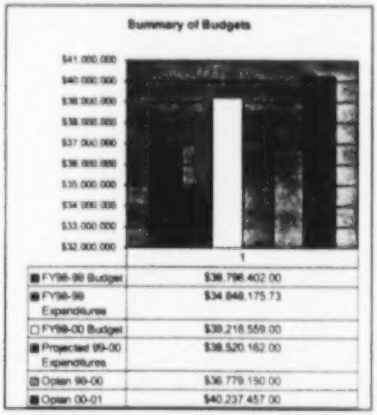
Working in the community, the college president made more than 225 in-person contacts with educators, elected officials, business people, and international visitors at local, regional, state, federal, and international levels. . . . The president was elected to a second term on the Hollywood Chamber of Commerce Board of Directors by the general membership in addition to being elected Vice-Chair of the Executive Board by board members.

The college accepted an invitation to join the Presidential Summit, a voluntary association of presidents of community colleges and five public universities in Southern California. The Summit's primary purpose is to create a system in which a qualified student in the region may move freely from one campus, level, and/or program to another in a timely fashion without repetitive course and/or other procedural requirements. Faculty may participate in discipline agreements between community colleges and universities that are Summit members in order to adopt lower-division, common core requirements for the top twenty CSU majors.



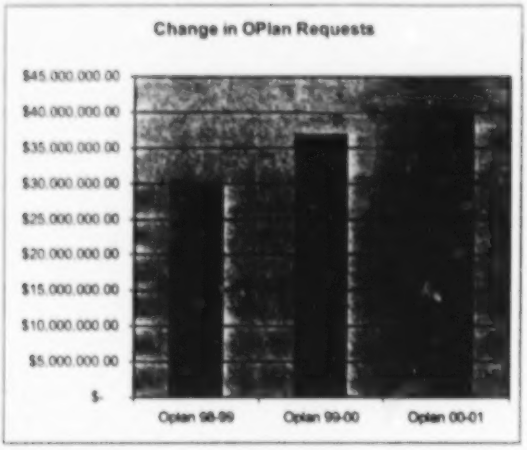
FINANCES AND FUTURE ACTION ITEMS

The *2000-2001 Operations Plan* was submitted as a balanced budget using the preliminary allocation of $40,237,457. This represented a 9.4% increase over the preliminary operating budget for last year and a 2.3% increase over the current year's final operating budget.

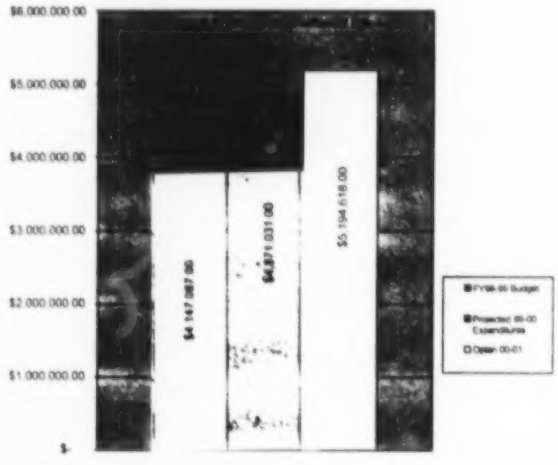


FY98-99 Budget	$38,796,402.00
FY98-99 Expenditures	$34,648,175.73
FY99-00 Budget	$39,218,559.00
Projected 99-00 Expenditures	$38,520,162.00
Oplan 99-00	$36,779,190.00
Oplan 00-01	$40,237,457.00

The requirements for the *2000-2001 Operations Plan* totaled $44M, indicating about $4M less than requested for all extra programs by all the departments. In comparison, the *1999-2000 Operations Plan* was more than $7M short. However, unlike previous years, the hourly program was fully funded and is projected to be 15% greater than this year. The hourly budget for Fall 2000 is estimated at 10.5% more than for Fall 1999 (which was more than 18% over 1998-1999) and hourly for Spring 2001 is projected to be 10.3% higher than this year.



Hourly funding for 1999-2000 was more than 18% greater than in 1998-1999, reflecting almost a 30% increase in two years in the hourly allocation. The shortfall is expected to be met through additional funding from Basic Skills, growth, and new money from the state. In addition, the college projects a $600,000 positive balance to carry forward into next year.



Review of the second quarter ending balance indicated the college was on target in almost every major object code category. As of the February closing statement, the college had a balance of $7.625M (about 19%) with most of the major expenses included. At $306,000, the Summer 2000 program was funded at more than twice the previous level compared with $146,699 for the same period last year.

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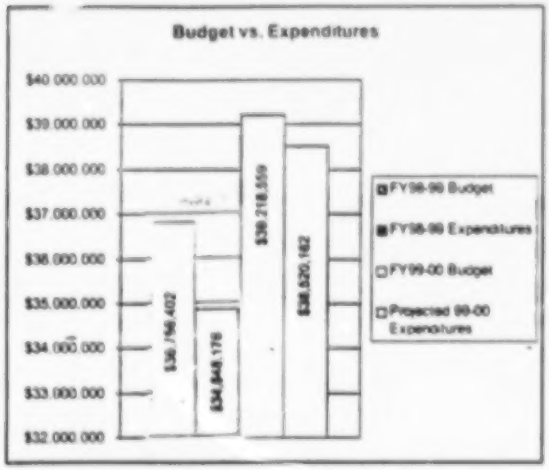

Financial strength allowed the college to add the much-needed faculty and support staff additions announced for 2000-2001. Classified staff positions reached 256. For the first time in over a decade, faculty positions above and beyond replacement hiring were approved, bringing the full-time faculty ranks to 231. Of the nine new positions, three were funded from *Partnership for Excellence*: one in Child Development and two in Counseling. By Fall 2000, the college expects to support the most stable and the largest full-time complement of employees of any college in the District. Stability and staffing are the primary reasons the college has advanced in its vision and regained its position within the District as a beacon of leadership and creativity.

COLLEGE-WIDE PLANNING AND DEVELOPMENT

In Fall 1999, twenty administrators, faculty, and staff attended a two-day workshop, "Baldrige Self-Assessment for Quality Education," to prepare for a more intense approach to short- and long-term planning that integrates resource allocation and assessment.

With the creation of the six-member Office of Institutional Planning and Analysis in Spring 2000, the college prepared itself to respond to several objectives not yet addressed from the five-year plan. These relate to planning issues and include creating a single document to report the activities of the primary organizational units, instituting an accurate means of data collection and student accounting, and finalizing the Institutional Master Plan. The Office began the process of analyzing the college's planning methods and developing an information support system to help faculty, staff, and administration make more timely, fact-based decisions.

The Office also developed a grants function and currently has ten grants totaling $1.9 million. Within the first two months of operation, the staff also supported the initiation of three additional grant proposals for a total of $2.6 million. A Fund for the Improvement of Postsecondary Education (FIPSE) proposal entitled "Los Angeles as Classroom, Developing an Innovative Interdisciplinary 'Los Angeles Studies' Program" ($290,000) was resubmitted after having received strong feedback from last year's submittal when no FIPSE proposals were funded. It was one of 400 proposals of the 2,000 submitted that was selected to submit a complete proposal. A second FIPSE proposal, "Continuous Improvement through Integrated, On-Line Planning" ($320,000), focused on automating the planning process using a comprehensive, streamlined, technology-based approach. Finally, if funded, a Title V grant, "From Seamless Entry to a Learning Paradigm" ($400,000 a year for five years), will enable the college to develop a one-stop shopping approach to student services that includes new equipment, a case management software system, and redesigned work space and procedures.

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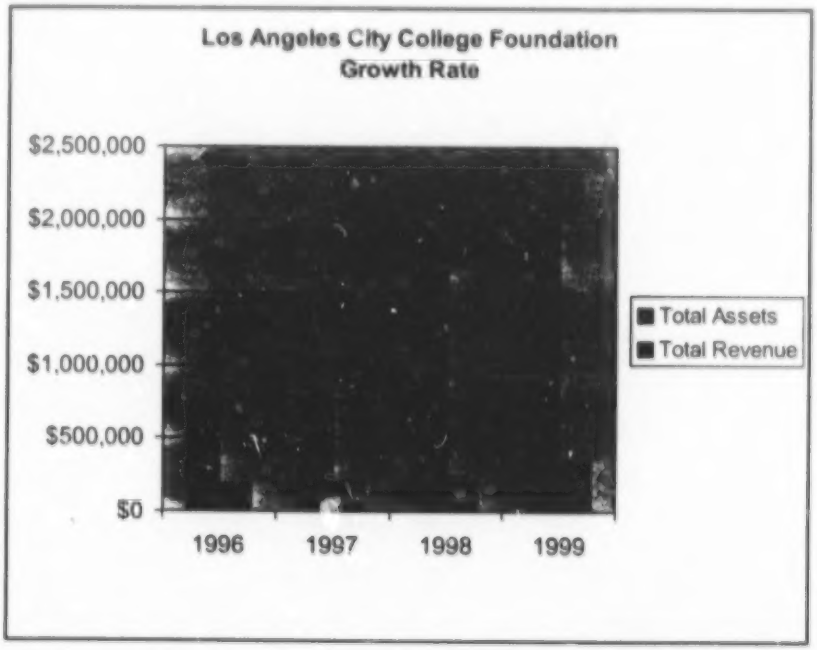
The Foundation stimulated such significant activity that the office was expanded and relocated to the 3rd floor of the Administration Building. Notable accomplishments include raising more than $450,000, thereby increasing the endowment to $2 million. Several individuals established endowed scholarships, bringing the total number the Foundation oversees to 65. Over $35,000 was awarded in scholarships. The "Save-a-Seat Campaign" was successfully completed with the entire refurbishment of the Camino Theatre. The Sunday Swap Meet enjoyed such success that plans are underway to expand to Saturdays. An application with the California Department of Insurance for a Charitable Gift Annuity License was also filed.

Departmental involvement in fund raising had visible outcomes. The Physics/Engineering Department was totally equipped with a new laboratory. The COAT Department received its second classroom of computers. The Chemistry Department established the Chemistry Endowment Fund. The Math Department received $3,000 for new equipment. The California Endowment gave $25,000 to help fund a new art program for disabled students. New and refurbished scoreboards for the Athletics program came from monies contributed by Coca Cola and the Foundation.



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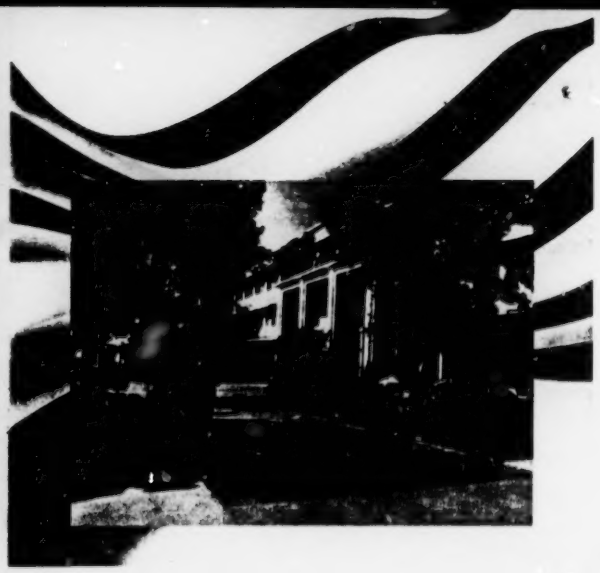
The college enjoyed some notable moments during 1999/2000. These included

- the LACC Cubs winning their 7th consecutive South Coast Conference basketball title;
- the college being named "Best Two-Year School" at the national level in the extremely competitive General Motors Marketing Internship Scholastic Achievement Awards;
- the Forensics team being 3rd in team debate, 3rd in the state Lincoln/Douglas debate, and 3rd overall in the limited entry debate sweepstakes in the national forensics championship;
- the Theatre Academy placing four finalists in the Kennedy Center American College Theater Festival;
- the college president receiving the "1999 Outstanding Staff Development Activity" award for the *Administrative Leadership Institute* program given by the California Community College Council on Staff and Organizational Development for excellence in a single, innovative staff development activity;
- LAPD Chief Bernard Parks being honored as a Distinguished Alumnus by the Community College League of California;
- actress Cindy Williams agreeing to chair the five-year, $1 million endowment campaign for the Theatre Academy;
- a former prime minister of Canada, one of 29 women in the world to have held the top executive position in her country, addressing the college; and
- Vice President Al Gore selecting the college for his February town hall meeting.

The college community has made continuous progress in translating the *1995-2001 Vision* into reality. Yet the changes and developments here are not without some challenges, and conquering these challenges has made the college stronger. Six years ago, the Vision statement seemed an unattainable, unrealistic dream. Today, its message seems less wishful, thus noting the progress we have made by working together with a shared purpose. Those on the campus and in the larger community are noticing the transformation. With it, we are working to create a new attitude for success. This fall, we will update our vision, goals, and objectives to provide a clear direction for the next five years that ensures we regain our national standing as an innovative leader within the educational community. As John Ruskin aptly said, "Quality is never an accident; it is always the result of intelligent efforts."

It is important to remember that many challenges facing American educational institutions tomorrow are being addressed at Los Angeles City College today as new programs and projects enter the planning stages. In many ways, the college has returned to its "flagship" status in its response to demographic, cultural, and educational developments. While faculty provide the instructional expertise and staff provide the operational support, it is the student learners and the community we serve who are the beneficiaries of our efforts.



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Dr. Peter Landsberger, *Interim Vice Chancellor of Human Resources*

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